DOCUMENT RESUME

ED 256 735 SP 026 013

AUTHOR Peterson, Paul E.; Peterson, Susan L.
TITLE Impromptu Teaching Model for Pre-Service Teacher Preparation.
PUB DATE 20 Feb 85
NOTE 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 20, 1985).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Higher Education; *Laboratory Training; Lesson Plans; *Microteaching; Peer Teaching; *Preservice Teacher Education
IDENTIFIERS *Impromptu Teaching Model; Reflective Teaching

ABSTRACT

The Impromptu Teaching Model was designed by the University of Central Arkansas for use by preservice teachers in laboratory teaching experiences. Two teaching exercises, microteaching and reflective teaching, form the basis for impromptu teaching. Microteaching provides teachers with the opportunity to master various technical skills of the active phase of teaching. Reflective teaching provides opportunities for teachers to consider why they were successful in meeting the objectives of a particular task, and to encourage analysis and inquiry into teaching strategies. By combining elements of both exercises, impromptu teaching provides a clinical teaching experience involving extemporaneous teaching in the preservice teacher's major area, and an opportunity to compare teaching strategies and planning procedures. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED256735

IMPROMPTU TEACHING MODEL FOR PRE-SERVICE TEACHER PREPARATION

A Paper Presented at the
Annual Meeting of
the Association of Teacher Educators
February 20, 1985
Las Vegas

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P.E. Peterson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paul E. Peterson and Susan L. Peterson

Administration and Secondary Education
University of Central Arkansas
Conway, Arkansas 72032

SP026013

Laboratory and clinical teaching exercises for students preparing to enter the teaching profession undeniably are a valuable experience for prospective educators. In such a setting students may test assumptions and gain insights into one's teaching ability through practical experiences which otherwise may not be available. Through a variety of actual or simulated classroom experiences a student can investigate one's performance and evaluate his/her actions. Of such importance are these experiences that the National Council for the Accreditation of Teacher Education issued a statement regarding Laboratory and Clinical Experience in standard 2.3.3:

> .....the study of teaching and learning theory requires laboratory experiences through which the student may conceptualize principles and interpret their application to practical problems. (p. 18)

Microteaching and, more recently, Reflective Teaching are two laboratory experiences presently used in preservice teacher training programs. Currently another model, based upon aspects of microteaching and reflective teaching models, is being developed at the University of Central Arkansas. The purpose of this paper is to relate the background and rationale of microteaching and reflective teaching in forming the Impromptu Teaching Model. Student reactions to Impromptu Teaching and sample lessons will be discussed.

BEST COPY AVAILABLE

MICROTEACHING MODEL

Microteaching was introduced at Stanford University in 1963. By the end of its developmental stage in 1968, the concept of microteaching has been adopted by over 176 institutions (Ward, 1970).

Microteaching is a scaled down but realistic classroom training model. McKnight and Bush (1977) stated:

> The typical lesson follows a regular sequence: after teaching a brief lesson (usually five to ten minutes) to a small group of students (4-8), the trainee and the supervisor (often a more experienced teacher) critique the lesson. If a videotape recording has been made of the lesson, it is replayed at this point. After the critique, the trainee is given time to revise the lesson before reteaching it, usually to a different group of students. The reteach is also followed by a critique, and the process is repeated until a specified level of mastery is attained. (p.1)

In a 1977-78 study on microteaching, Jones surveyed the 541 colleges and universities accredited by NCATE. Eighty-six percent responded to the inquiry, of which 350 (75%) indicated its use in their teacher education programs.

REFLECTIVE TEACHING MODEL

Reflective Teaching was recently developed at the Ohio State University by Donald R. Cruickshank and associates with support from the Exxon Education Foundation. Cruickshank (1977) described the reflective teaching procedure in the following way:

> During Reflective Teaching every sixth class member is designated a teacher. Designated teachers are given the same behaviorally-stated learning objective to obtain. They then independently prepare lessons whereby each thinks the objective can be accomplished. The next time class meets the participants not designated

BEST COPY AVAILABLE

> as teachers are placed in equal-sized groups and sent to several teaching stations. Each designated teacher then goes to a teaching station and, upon signal from the instructor, initiates the lesson. At another signal from the instructor, the lessons are stopped and a tally is made of the number of learners in each group who achieved the objective. An assessment also is made of learner satisfaction. Within-groups, the designated teacher and learners discuss the relative success of that group in gaining the objective. Emphasis is on getting the participants to reflect upon the lesson and to project why learning did or did not occur. Across-groups participants share their reflections and, in addition, compare and contrast the teaching strategies used by the various designated teachers. If the lessons are videotaped, replay permits the whole class to see the variety of ways designated teachers attempted to bring about the same objective. (p. 2)

IMPROMPTU TEACHING MODEL

During Impromptu Teaching, a class of undergraduate secondary education majors is divided into groups of less than ten. Designated teachers are given a "lesson" in their major subject area consisting of all or part of the following: textbook (or copy of pages), behavioral objectives, student handouts, and (often) a teacher's manual; these items are similar to those one would expect to receive prior to or during a substitute teaching assignment. (See appendix for specific texts used.) After ten minutes preparation time, the teachers vie to accomplish the same objectives during a 15-30 minute teach using separate classes of students composed of peers. The teacher's instructional procedures and methods may vary. At the conclusion of the videotaped lesson presentation, peer-students complete evaluation forms, assessing the presentation style and extent to which the objective has been met. The two (or more) teachers and a supervisor view the taped presentations and describe the variety of ways they instructed, how comfortable they felt with their method of

BEST COPY AVAILABLE

presentation, and possible procedures which may have otherwise been used in terms of having students successfully meet the objectives. They are also encouraged to discuss the various steps and decisions they made in the planning process.

RATIONALE

The following points address reasons why the Impromptu Model's use may benefit a more traditional teacher-training program:

1. The major difference between the Impromptu Teaching Model and prior models is the time differential for lesson preparation. A great deal of speaking in real life is done in situations where one must formulate a statement in response to a question. Extemporaneous and impromptu speaking require the presenter to possess a broad range of background knowledge, flexibility, good organizational abilities, and quick thinking. The impromptu speaking situation is one that places the teacher under obvious pressure. He must perform quickly, systematically, and with poise even during preparation.

2. Impromptu Teaching could be used by school districts in conjunction with the universities as an evaluation of preservice teachers.

3. Impromptu Teaching can be useful to help students effectively use teachers manuals (i.e., use suggested activities, develop organization, use glossaries, etc.). Thus, the Impromptu Model encourages intelligent decssion making on one's own.

4. Students using the Impromptu Teaching Model recognize the importance of developing an extensive knowledge base in one's subject area.

BEST COPY AVAILABLE

5. In recognition of the fact that many school districts are filling permanent teaching positions by drawing from lists of (successful) substitute teachers, Impromptu Teaching seems relevant for the contemporary job market. Possibilities arise for the training of substitute teachers and/or preparation for having a substitute and planning for others.

6. Just as there are variations in students' learning styles, there are also variations in teaching styles and "planning" styles. By using the competitive aspects of Impromptu Teaching, these differences become more apparent. Discussion could be centered around planning models (i.e., Taba, Tyler, and McDonald).

EVALUATIONS

After the initial Impromptu Teaching sessions were held, participating students (teachers and peer-students) were asked to evaluate the Impromptu Teaching Model as an effective preservice teacher training model. Students checked those way(s) in which the model could effectively be utilized: 1) in addition to the microteaching experience, 2) in place of the microteaching experience, 3) as a separate workshop or class, or 4) not utilized at all.

Results of the evaluation revealed students were overwhelmingly (97.6%) in favor of Impromptu Teaching's use. One student felt it should not be used in addition to the microteaching experience. Three (6%) felt it should be used in place of the microteaching experience. Five (12%) believed it should be used in addition to the microteaching experience

BEST COPY AVAILABLE

and/or as a separate workshop or class. Three (7%) felt it should be used as a separate workshop or class only.

Student comments included the following points:

> "I feel that a well planned lesson plan is always best, but Impromptu Teaching is a very good tool for building confidence in teaching."
>
> "It gives the teacher practice in making effective use of time, which I feel is needed."
>
> "After we have learned the basics of teaching, the Impromptu Teaching Model would be good to help us learn to "think on our feet," build our self-confidence in our ability to teach what we know from our education and not from memorization, and give us some first-hand experience at both substitute teaching and methods of quickly changing a lesson plan based on the amount of time we have available or what the students already know."

SUMMARY

Further research and study need to be done in terms of lesson selection for impromptu teaches to insure that time allotment is sufficient and lesson difficulty is appropriate. Also, consideration needs to be given as to when in a student's program Impromptu Teaching should be considered.

Impromptu Teaching does provide an alternative form of laboratory experience in addition to, or separate from, other models. Student evaluations show it to be a popular model for preservice teacher training and it should therefore merit the serious consideration of those involved in teacher preparation.

BEST COPY AVAILABLE

BIBLIOGRAPHY

Cruickshank, D.R., The design and field testing of reflective teaching--a new instructional alternative in higher education. Research proposal submitted to Exxon Foundation Program, 1977.

Jones, P.E., A survey of microteaching in secondary teacher education programs of NCATE accredited colleges and universities. (Doctoral dissertation, University of Virginia, 1978). Dissertation Abstracts, International, 1979, 40-A, 2341-A.

McKnight, P.C. and Busch, R.N., Microteaching: A selected bibliography. National Institute of Education, 1977. (ERIC Document Reproduction Service No. ED 141 266)

National Council for Accreditation of Teacher Education. Standards for the accreditation of teacher education. Washington, D.C.: NCATE, 1982.

Ward, B.E., A survey of microteaching in secondary education programs at all NCATE accredited colleges and universities. Unpublished doctoral dissertation, University of South Dakota, 1970.

BEST COPY AVAILABLE

APPENDIX

TEXTS USED FOR DEVELOPMENT OF
IMPROMPTU TEACHING LESSONS

Miller, et. al., (Eds.). United States in Literature. Scott, Foresman and Company, Glenview, Illinois, 1982.
And accompanying Teacher's Resource Book for the U.S. in Literature.

Pollock, et. al., (Eds.). The Macmillan English Series 10. The Macmillan Company, U.S.A., 1969.

Smith, D.V., R. Corbin, and J.D. Ebbs, (Eds.). The English Tradition: Fiction. Macmillan Publishing Company, Inc., New York, 1974.
And accompanying Teacher's Manual for the English Tradition.

Rosencranz, J.D. and J.B. Chapin. American Government. Holt, Rinehart, and Winston Publishers, New York, 1979
And accompanying Teachers Guide for American Government.

Blumenthal, J.C., (Ed.). English Workshop: Fifth Course. Harcourt, Brace and Jovanovich, Inc., U.S.A., 1977.

Guth, H.P., (Ed.). American English Today. Webster Division/McGraw-Hill Book Company, U.S.A., 1980.

OBJECTIVES OF LABORATORY INSTRUCTIONAL ALTERNATIVES

MICROTEACHING

TO PROVIDE TEACHERS WITH OPPORTUNITY TO MASTER VARIOUS TECHNICAL SKILLS OF THE ACTIVE PHASE OF TEACHING

REFLECTIVE TEACHING

TO PROVIDE OPPORTUNITIES FOR TEACHERS TO CONSIDER WHY THEY WERE SUCCESSFUL IN MEETING THE OBJECTIVES OF A PARTICULAR TASK. TO ENCOURAGE ANALYSIS AND INQUIRY INTO TEACHING STRATEGIES

IMPROMPTU TEACHING

TO PROVIDE A CLINICAL TEACHING EXPERIENCE INVOLVING EXTEMPORANEOUS TEACHING IN ONE'S MAJOR AREA. TO COMPARE TEACHING STRATEGIES AND PLANNING PROCEDURES.

Self-Evaluation Form
"Impromptu Teaching Lesson"

Name: _____

1. Did you feel comfortable with the lesson topic? How did your familiarity (or non-familiarity) with the topic influence your presentation?

2. To what extent did you prepare for this lesson and organize it?

3. What was the most effective teaching strategy you used during the presentation?

4. How did you initiate student involvement? motivation?

5. Overall, what were the strengths and weakresses of your presentation?

6. After viewing another's teach, state how approaches differed. If you were to present this lesson again, how would you vary it?

EVALUATION FORM:
Impromptu Teaching Exercise

Name: _____

In what way(s) do you feel the Impromptu Teaching Model can most effectively be utilized?

_____in addition to the Microteaching experience

_____in place of the microteaching experience

_____as a separate workshop or class

_____not utilized at all

Please state reasons for your choice:

BEST COPY AVAILABLE